



## **Research on Hmong American College Students: A Scoping Review**

Soua Xiong

*California State University-Fresno, USA*

---

### **ABSTRACT**

*There is a growing empirical knowledge base focused on Hmong American college students in peer-reviewed journals. However, no prior literature synthesis has been conducted. The purpose of this scoping review was to explore the current landscape of research on this student population. A total of 32 articles met the inclusion criteria and were examined in this review. Findings from this study indicate that research on Hmong American college students received increased scholarly attention within the past 6 years and was primarily distributed in peer-reviewed journals focused on Hmong studies. In addition, this body of research has mainly been examined qualitatively through a psychosociocultural lens. Based on these findings, recommendations are provided regarding synthesis of current research, shifting the focus of future research, and theoretical frameworks for future research.*

**Keywords:** college students, Hmong Americans, scoping review

---

## BACKGROUND

As the number of Asian Americans and Pacific Islanders (AAPIs) enrolling in postsecondary education continues to increase (Pak, Maramba, & Hernandez, 2014), there is a pressing need for higher education research to better understand the experiences and outcomes of college students from AAPI ethnic backgrounds (Maramba, 2011; Museus, 2013a). Particularly, empirical studies are needed to understand factors that impact AAPI experiences and contribute to positive outcomes for them in college, particularly Hmong Americans. However, in a review of five peer-reviewed higher education journals, Museus and Chang (2009) found that less than 1% of articles published in these journals were focused on AAPIs. Although limited, research published in peer-reviewed higher education journals that included Hmong Americans were primarily studies that explored their panethnic experiences with other Southeast Asian American college students (e.g., Maramba & Palmer, 2014; Museus, 2013b; Palmer & Maramba, 2015). This suggests that there is a paucity of research focused exclusively on Hmong American college students in higher education journals. Given the invisibility of research on this population in higher education journals, a review of the existing literature is warranted in order to better understand where the research on this student population has been disseminated. The current study sought to address this issue by conducting a review of the existing literature that has contributed to our current understanding of Hmong Americans in higher education.

### **Hmong Americans in Higher Education**

The need for research on Hmong Americans in higher education stems from their population growth and increasing college enrollment trend over time but with low rates of educational attainment in comparison to the national average. The Hmong are an AAPI ethnic group from Southeast Asia who entered the United States as refugees of the Vietnam War (Ngo & Lee, 2007). Since the end of the Vietnam War in 1975, the Hmong population in the United States has continued to increase over time with a population growth of 175% in the last several decades, between 1990 and 2010 (Pfeifer et al., 2013). In particular, there was an estimated 94,000 Hmong in the United States in 1990 and a dramatic increase to 186,000 in 2000 and 260,000 in 2010. In 2015, the Hmong population was estimated at 299,000 (Lopez, Ruiz, & Patten, 2017). This population growth has also contributed to increased

enrollment in postsecondary education. College enrollment rates more than doubled between 2001 and 2010 for Hmong Americans. While 11.8% of the Hmong population was enrolled in college in 2001, 24% were enrolled in college in 2010 (Y. S. Xiong, 2012). In terms of institutional types, Pak et al. (2014) noted that Hmong Americans were more likely to begin postsecondary education in community colleges instead of four-year universities.

Although Hmong Americans have experienced an increase in college enrollment, educational attainment rates do not reflect this increase. In analyses of disaggregated 2010 U.S. Census data, Museus (2013a) revealed that while 28% of the national average have earned a bachelor's degree, a significantly lower percentage of Hmong Americans have done so (14%). Similarly, Lopez et al. (2017) analyzed 2015 U.S. Census data and found that only 14% have completed a bachelor's degree. Additionally, a report from the National Commission on Asian American and Pacific Islander Research in Education (2011) also revealed that almost half of Hmong Americans 25 years or older attended college but did not earn a degree. These outcomes are alarming and suggest that institutions of higher education have struggled to advance college success outcomes for Hmong Americans, as evidenced by ethnic inequalities in educational attainment. As such, there has been a growing body of scholarly research in recent years to better understand factors that impact their experiences and contribute to positive outcomes in college.

## **Purpose**

Given this, the purpose of this study was to conduct a scoping review of the existing literature on Hmong American college students. A scoping review was conducted due to the limited but growing literature on Hmong Americans in higher education. While there has been an increase in scholarly attention on Hmong American college students, no prior literature synthesis has been conducted. Therefore, a scoping review was appropriate in order to begin mapping the literature on this population. As noted by Pare et al. (2015), a scoping review is the initial step in determining whether a systematic review or other types of literature reviews are warranted to synthesize and appraise the existing research. As such, this scoping review serves as an initial examination of the current literature to better understand the landscape of research on Hmong American college students.

## METHODS

Arksey and O'Malley's (2005) framework for scoping reviews guided the current review and included the following steps: (a) identification of research questions, (b) identification of relevant studies, (c) selection of studies for review, (d) charting the data, and (e) summarization and reporting of results.

### **Identification of Research Questions**

The first step of Arksey and O'Malley's (2005) framework for scoping reviews is the identification of research questions. The following broad research questions guided this scoping review: (a) What articles are currently available on Hmong American college students? And (b) What are the publication characteristics of articles on Hmong American college students? All articles published in peer-reviewed journals through October 2019 were eligible for review.

### **Identification of Relevant Studies**

The second step of Arksey and O'Malley's (2005) framework is the identification of relevant studies. A search of electronic databases, reference lists, and Google Scholar, as well as hand-searching of key journals, was employed to identify relevant articles. An electronic search was completed using the following databases: (a) Academic Search Ultimate, (b) Education Research Complete, (c) ERIC, (d) PsycARTICLES, and (d) PsycINFO. The following combination of Boolean search parameters was used: Hmong, Hmong American, student, education, and college. Reference lists from eligible articles were also examined to identify additional articles. A hand search of select peer-reviewed journals that publish exclusively on the Hmong community or the broader Southeast Asian American community was also conducted. Journals included in the hand search were the *Hmong Studies Journal* and the *Journal of Southeast Asian American Education and Advancement*. Finally, a search via Google Scholar was also conducted to identify any outlier articles.

### **Selection of Studies for Review**

The third step of Arksey and O'Malley's (2005) framework is the selection of studies for review. The inclusion criteria used in this scoping

review related to the characteristics of the study participants, type of research, type of article, and availability of the article. This review included studies if: (a) the study focused exclusively on Hmong students in the United States, (b) the study focused on the Hmong college student experience, (c) the study was published in a peer-reviewed journal through October 2019, (d) the study was based on empirical research, and (e) the study was available in full-text. This scoping review excluded articles that were: (a) theoretical or conceptual in nature (e.g., literature reviews, scholarly articles), (b) based on Hmong international student populations, and (c) based on the panethnic experiences of Southeast Asian American or Asian American college students. Studies focused exclusively on Hmong college students were reviewed to include only characteristics of articles that are specific and unique to this population. Many studies that include Hmong college students often aggregate their experiences with all student participants (e.g., Bahrassa et al., 2011; Han, 2006; R. M. Lee et al., 2009; Ying & Han, 2008) and do not allow for the examination of nuances and complexities specific to Hmong students. The decision to only include Hmong students in the United States was made to focus on research specific to Hmong American college students.

### **Charting the Data**

The fourth step of Arksey and O'Malley's (2005) framework is the charting of the data. A spreadsheet was created to chart the data from each article selected for this review. Characteristics of each study were extracted to address the guiding research questions for this scoping review. Specifically, details regarding publication information (i.e., author[s], year of publication, journal title, and journal content area), study design (i.e., theoretical framework, research methodology), and the sample (i.e., sample type, gender, institutional context) were recorded.

### **Summarization and Reporting of Results**

The fifth and final step of Arksey and O'Malley's (2005) framework is the summarization and reporting of results from the review. Tables were produced to summarize the characteristics of the articles included in the review. Reporting of the results included a discussion of frequency counts and percentages pertaining to the distribution of the research, characteristics of the sample, and theoretical perspectives. These frequency counts and percentages were used to map the distribution and range of the studies included in this review.

## Limitations

There are several limitations that warrant consideration before presenting the results of the current study. This scoping review consisted of a literature search of electronic databases, reference lists, key journals, and Google Scholar for articles in peer-reviewed journals. A scoping review inclusive of a gray literature search may have contributed to the identification of more eligible articles on Hmong American college students. Gray literature consists of sources that are outside of peer-reviewed journals, such as book chapters and dissertations (Nguyen et al., 2017). Additionally, any article for which the full text was not available through the affiliated institution of the researcher was not included in this scoping review. Therefore, other eligible articles that met the inclusion criteria but for which the full text of the article was not available may be missing from this review.

## RESULTS

Guided by the research questions and inclusion criteria, the literature search and screening process identified a total of 32 articles for this scoping review. The 32 articles included in this scoping review were published between 1997 and 2019. The number of articles published between 1997 and 2012 ranged from none to two articles per year. As shown in Figure 1, there was a spike in 2013 with four articles, and two to three articles have been consistently published each year since then.

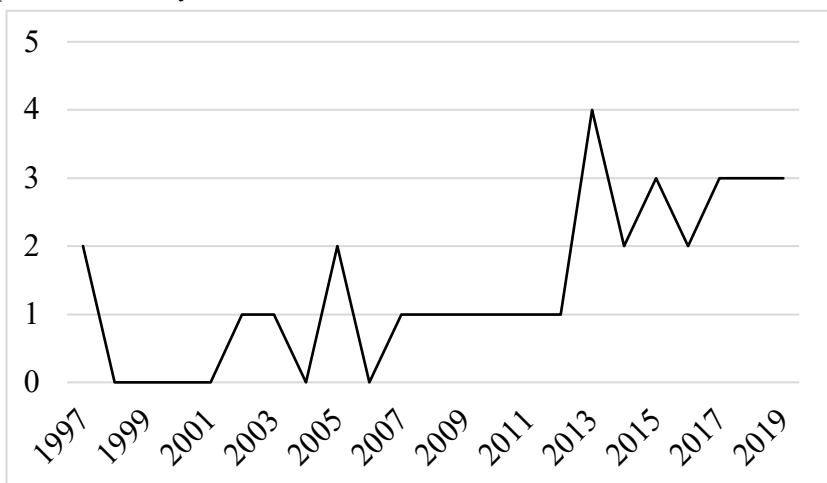


Figure 1. Peer-reviewed journal articles with a focus on Hmong American college students

## Distribution of Research

Publication information pertaining to the author(s), year of publication, research methodology, journal title, and journal content area are presented in Table 1. Of the included studies for this review, most were published in Hmong studies journals ( $n = 9$ , 28.1%), specifically the *Hmong Studies Journal*. Studies were also found in teaching, education, family, and Southeast Asian American studies related journals. These journals included the *Bilingual Research Journal*, *Harvard Educational Review*, *Journal of Family Diversity in Education*, and the *Journal of Southeast Asian American Education and Advancement*, among others. It is also important to note that only one study has been published in a higher education journal. S. Xiong's (2019) study was published in the *Journal of Applied Research in the Community College*. More than half of the studies ( $n = 18$ , 56.3%) on Hmong American college students were qualitative in nature (e.g., Kwan, 2015; S. J. Lee, 1997; Lor, 2008; S. Xiong & Lam, 2013), while slightly more than a third of the studies ( $n = 12$ , 37.5%) were quantitative in nature (e.g., R. M. Lee et al., 2009; Lor & Hutchinson, 2017; Takahashi & Lee, 2018). There were two studies (6.3%) that would be considered to have used mixed methods (e.g., Boshier, 1997; McClain-Ruelle & Xiong, 2005).

**Table 1.** Distribution of Research on Hmong American College Students

Author(s)	Research methodology	Journal	Content area of journal
Her et al. (2019)	Qualitative	<i>Journal of Family Diversity in Education</i>	Family Studies
Vue (2019)	Qualitative	<i>Race Ethnicity and Education</i>	Education
S. Xiong (2019)	Quantitative	<i>Journal of Applied Research in the Community College</i>	Higher Education
DePouw (2018)	Qualitative	<i>Hmong Studies Journal</i>	Hmong Studies
Moua (2018)	Qualitative	<i>Hmong Studies Journal</i>	Hmong Studies

Author(s)	Research methodology	Journal	Content area of journal
Takahashi & Lee (2018)	Quantitative	<i>Journal of Ethnicity in Criminal Justice</i>	Criminal Justice
Gloria et al. (2017)	Qualitative	<i>Journal of Family Diversity in Education</i>	Family Studies
Lor & Hutchinson (2017)	Quantitative	<i>Journal of Southeast Asian American Education and Advancement</i>	Southeast Asian American Studies
Sengkhammee et al. (2017)	Quantitative	<i>Journal of Southeast Asian American Education and Advancement</i>	Southeast Asian American Studies
Her & Gloria (2016)	Quantitative	<i>Journal of Family Diversity in Education</i>	Family Studies
S. Lee et al. (2016)	Quantitative	<i>American International Journal of Humanities and Social Science</i>	Social Science
Kwan (2015)	Qualitative	<i>Bilingual Research Journal</i>	Teaching
Lin et al. (2015)	Quantitative	<i>Journal of Southeast Asian American Education and Advancement</i>	Southeast Asian American Studies
Peng & Solheim (2015)	Qualitative	<i>Hmong Studies Journal</i>	Hmong Studies
Iannarelli (2014)	Quantitative	<i>Hmong Studies Journal</i>	Hmong Studies



Author(s)	Research methodology	Journal	Content area of journal
Yang (2014)	Qualitative	<i>Journal of Career Development</i>	Counseling
Bahrassa et al. (2013)	Quantitative	<i>Asian American Journal of Psychology</i>	Psychological
Huster (2013)	Qualitative	<i>The CATESOL Journal</i>	Teaching
Lee & Clarke (2013)	Qualitative	<i>Journal of Ethnic and Cultural Diversity in Social Work</i>	Social Work
S. Xiong & Lam (2013)	Qualitative	<i>British Journal of Guidance &amp; Counselling</i>	Counseling
Huster (2012)	Qualitative	<i>Hmong Studies Journal</i>	Hmong Studies
S. Xiong & Lee (2011)	Qualitative	<i>Hmong Studies Journal</i>	Hmong Studies
Supple et al. (2010)	Qualitative	<i>Hmong Studies Journal</i>	Hmong Studies
R. M. Lee et al. (2009)	Quantitative	<i>Sex Roles</i>	Social Science
Lor (2008)	Qualitative	<i>Multicultural Education</i>	Multicultural Education
S. C. Lee (2007)	Quantitative	<i>Hmong Studies Journal</i>	Hmong Studies
McClain-Ruelle & Xiong (2005)	Mixed Methods	<i>Hmong Studies Journal</i>	Hmong Studies
Su et al. (2005)	Quantitative	<i>Journal of Counseling Psychology</i>	Psychological

Author(s)	Research methodology	Journal	Content area of journal
Root et al. (2003)	Qualitative	<i>Bilingual Research Journal</i>	Teaching
Ngo (2002)	Qualitative	<i>Anthropology &amp; Education Quarterly</i>	Education
Bosher (1997)	Mixed Methods	<i>TESOL Quarterly</i>	Teaching
S. J. Lee (1997)	Qualitative	<i>Harvard Educational Review</i>	Education

### Characteristics of the Samples

Characteristics of the samples examined for this review included gender group(s), sample type, and institutional context and are presented in Table 2. 22 of the 32 studies (68.8%) were conducted with male and female participants, while six studies (18.8%) included only female participants. Few studies included participants with gender groups beyond male and female ( $n = 2$ , 6.3%). S. Xiong's (2019) study, for example, included participants who are male, female, non-conforming, and individuals who did not specify a gender group. With regards to sample type, most studies were conducted with participants who identified as students ( $n = 30$ , 93.8%), while two studies included nonstudent participants ( $n = 2$ , 6.3%). Studies by Her et al. (2019) and Her and Gloria (2016), for example, conducted their studies with parents of Hmong students in college to identify the different ways in which they supported their child through college. While several studies did not explicitly report the institutional context from which student participants were drawn, most studies focused exclusively on students who attended or were currently attending a university ( $n = 25$ , 78.1%), while two studies focused exclusively on community college students. Iannarelli's (2014) study focused on Hmong American community college students' experiences in a career technical education program, while S. Xiong's (2019) study examined their perceptions of access, use, and efficacy of on-campus academic support services.

**Table 2.** Sample Characteristics in Research on Hmong American College Students

Author(s)	Gender group(s)	Sample type	Institutional context
Her et al. (2019)	Male and female	Parents	NR
Vue (2019)	Male and female	Students	University
Xiong (2019)	Male, female, nonconforming, and no response	Students	Community college
DePouw (2018)	Male and female	Students	University
Moua (2018)	Female	Students	University
Takahashi & Lee (2018)	Male and female	Students	University
Gloria et al. (2017)	Male and female	Students	University
Lor & Hutchinson (2017)	Male and female	Students	University
Sengkhamee et al. (2017)	Male and female	Students	University
Her & Gloria (2016)	Male and female	Parents	NR
S. Lee et al. (2016)	Male and female	Students	University
Kwan (2015)	Male and female	Students	NR
Lin et al. (2015)	Male and female	Students	University
Peng & Solheim (2015)	Female	Students	University
Iannarelli (2014)	Male and female	Students	Community college
Yang (2014)	Female	Students	NR
Bahrassa et al. (2013)	Male, female, and did not specify	Students	University
Huster (2013)	Female	Students	University
K. Y. Lee & Clarke (2013)	Male and female	Students	University
Xiong & Lam (2013)	Male and female	Students	University
Huster (2012)	Female	Students	University

Xiong & Lee (2011)	Male and female	Students	University
Supple et al. (2010)	Male and female	Students	University
R. M. Lee et al. (2009)	Male and female	Students	University
Lor (2008)	NR	Students	University
S. Lee (2007)	Male and female	Students	University
McClain-Ruelle & Xiong (2005)	Male and female	Students	University
Su et al. (2005)	Male and female	Students	University
Root et al. (2003)	Male and female	Students	University
Ngo (2002)	Male and female	Students	University
Bosher (1997)	NR	Students	NR
S. J. Lee (1997)	Female	Students	University

*Note.* Gender group(s) included in this table is how they were presented in the study. NR = not reported explicitly in the study.

### **Theoretical Perspectives**

While the majority of the studies did not explicitly report their frameworks, 13 studies clearly articulated the frameworks that guided their inquiry. A total of eight distinct theoretical frameworks were employed and are presented in Table 3. Of the eight frameworks identified, Gloria and Rodriguez's (2000) psychosociocultural framework was the most commonly used across five studies (e.g., Gloria et al., 2017; Her & Gloria, 2016; Her et al., 2019; Lin et al., 2015; Sengkhammee et al., 2017). This framework focuses on factors that are specific to the student, their social connections, and cultural context. These factors include psychological (e.g., perfectionism, college self-efficacy, imposter syndrome), social (e.g., support from family, friends, mentors), and cultural factors (e.g., ethnic identity, comfort with the university environment; Gloria & Rodriguez, 2000). The framework suggests that these factors individually and collectively interact to impact the experiences and outcomes of students of color in higher education. Lin et al.'s (2015) study, for example, used this framework to examine gender and class-standing differences and relationships among these factors for Hmong American college students. In addition, they also conducted regression analysis to identify psychosociocultural factors that predicted academic persistence decisions among Hmong American college students. Critical

perspective was the next most commonly used framework in two studies. Specifically, critical race theory (Ladson-Billings & Tate, 1995) was used to guide DePouw’s (2018) study on the racialized experiences of Hmong American college students at a predominately White institution, while Moua’s (2018) study used critical race feminism (Wing, 2003) in her qualitative autoethnographic study providing a counternarrative to the experience of Hmong American women in graduate education.

**Table 3.** Theoretical Approaches in Research on Hmong American College Students

Author(s)	Theoretical framework
Her et al. (2019)	*Psychosociocultural framework (Gloria & Rodriguez, 2000)
Vue (2019)	*Pedagogies of remembrance (Simon et al., 2000) *Critical refugee discourse (Nguyen, 2012)
Xiong (2019)	NR
DePouw (2018)	*Critical race theory (Ladson-Billings & Tate, 1995)
Moua (2018)	*Critical race feminism (Wing, 2003)
Takahashi & Lee (2018)	NR
Gloria et al. (2017)	*Psychosociocultural framework (Gloria & Rodriguez, 2000)
Lor & Hutchinson (2017)	NR
Sengkhamee et al. (2017)	*Psychosociocultural framework (Gloria & Rodriguez, 2000)
Her & Gloria (2016)	*Psychosociocultural framework (Gloria & Rodriguez, 2000)
S. Lee et al. (2016)	NR
Kwan (2015)	*Racial microaggressions (Sue, Bucceri, et al., 2007; Sue, Capodilupo, et al., 2007)
Lin et al. (2015)	*Psychosociocultural framework (Gloria & Rodriguez, 2000)
Peng & Solheim (2015)	NR

Author(s)	Theoretical framework
Iannarelli (2014)	NR
Yang (2014)	*Ecological systems theory (Bronfenbrenner, 1977)
Bahrassa et al. (2013)	*Cultural attributions (Szapocznik & Kurtines, 1993) *Perceived control (Perlmutter & Monty, 1977)
Huster (2013)	NR
K. Y. Lee & Clarke (2013)	NR
Xiong & Lam (2013)	NR
Huster (2012)	NR
Xiong & Lee (2011)	NR
Supple et al. (2010)	NR
R. M. Lee et al. (2009)	NR
Lor (2008)	NR
S. C. Lee (2007)	NR
McClain-Ruelle & Xiong (2005)	NR
Su et al. (2005)	NR
Root et al. (2003)	NR
Ngo (2002)	NR
Bosher (1997)	NR
S. J. Lee (1997)	NR

*Note.* Citations for these authors will not appear in the references unless cited within the text of this paper. NR = not reported explicitly in the study.

## RECOMMENDATIONS

The purpose of this scoping review was to survey and map the breadth of research on Hmong American college students in peer-reviewed journals. A literature search identified a total of 32 articles that met the inclusion criteria for the current review. The results of this scoping review demonstrate that

research on Hmong American college students has received increased scholarly attention within the past 6 years and is primarily concentrated in peer-reviewed journals that focus on Hmong studies. In addition, with Hmong male and female university students, this body of research has mainly been examined qualitatively through a psychosociocultural lens. Based on these findings, the researcher offers the following recommendations for future scholarly inquiries to generate a more nuanced understanding of Hmong American college students and their experiences in higher education.

### **Synthesizing the Current Research**

Results from this scoping review suggest that there is a sizable body of research in peer-reviewed journals on Hmong American college students that warrants further examination. Future research should consider conducting different types of literature reviews to synthesize and appraise the existing literature (Pare et al., 2015). For example, a narrative review could be conducted to identify the various topics that have been written on Hmong American college students. Additionally, a critical review is also warranted to analyze this body of research for weaknesses, contradictions, and inconsistencies. Furthermore, a systematic review may also be appropriate to appraise the quality of the studies that have been conducted on this population. Conducting these types of reviews would contribute to a deeper understanding of the current literature on Hmong American college students.

### **Shifting the Focus of Future Research**

This scoping review provides a foundational understanding of the breadth of focus among the current research on Hmong American college students. In particular, this review revealed that most of the studies were primarily qualitative in nature and focused on male and female students in the university setting. This finding, however, provides evidence that there are opportunities to shift the focus of future studies on Hmong American college students by considering various research designs. Future studies should employ quantitative and mixed-method research designs to focus on the experiences of Hmong American college students. Quantitative studies, for example, could be conducted to determine if current qualitative findings about the experiences of Hmong women in higher education are generalizable to the larger population of Hmong women college students. Future studies could also consider employing mixed-method approaches to offer a qualitatively deeper understanding of the role of parents in Hmong students' success in

college and quantitatively examine for statistical significance and relationships of Hmong parents on various college success outcomes of their child (e.g., achievement, persistence, retention, degree completion).

Future studies should also focus on the unique experiences of Hmong students by gender and across different institutional contexts. Specifically, future studies could focus on the common experiences of Hmong students in higher education across all gender groups, but also highlight the unique experiences between gender groups beyond male and female and inclusive of individuals within the LGBTQ+ community. Moreover, future studies could focus on their experiences in the community college setting given that community colleges serve as the primary pathway into postsecondary education for Hmong Americans (Pak et al., 2014). By reconsidering research designs and focus points, future studies can provide a more holistic understanding of the gendered experiences of Hmong American college students across different higher education settings.

### **Including Theoretical Perspectives in Future Research**

Results from this scoping review offer insights into which theoretical frameworks were commonly employed in studies focused on Hmong American college students. Gloria and Rodriguez's (2000) psychosociocultural framework was the most commonly used among studies that indicated their guiding framework. However, many studies did not report a theoretical framework that guided their study. As such, future studies on Hmong American college students should explicitly report their theoretical framework(s) and discuss how they inform their inquiry. Studies that do not draw from existing theory but are grounded in the relevant scholarly literature should provide a discussion as to how this body of research contributed to the construction of a conceptual framework for the study. Therefore, future studies on Hmong American college students should explicitly discuss their guiding conceptual framework when no existing theory is employed. A discussion of the guiding conceptual/theoretical framework is important because it allows for the examination of what theoretical perspectives have informed the research on Hmong American college students.

## **CONCLUSION**

Overall, the current study contributes to our understanding of the research on Hmong American college students through a scoping review of the existing literature. The articles examined in this review suggest that there



is a small body of research published in peer-reviewed journals that focuses on Hmong Americans in higher education. This review contributed to the identification of empirical evidence that higher education leaders and practitioners who work closely with Hmong students can use to guide institutional efforts advancing success outcomes for this population. This review also identified a body of scholarly literature that researchers and scholars invested in the experiences and outcomes of Hmong Americans in higher education can use to inform future inquiries.

## REFERENCES

- Arksey, H., & O'Malley, L. (2005). Scoping studies: Towards a methodological framework. *International Journal of Social Research Methodology*, 8(1), 19–32.
- \*Bahrassa, N. F., Juan, M. J. D., & Lee, R. M. (2013). Hmong American sons and daughters: Exploring mechanisms of parent-child acculturation conflicts. *Asian American Journal of Psychology*, 4(2), 100–108.
- Bahrassa, N. F., Syed, M., & Su, J. (2011). Family conflict and academic performance of first-year Asian American undergraduates. *Cultural Diversity and Ethnic Minority Psychology*, 17(4), 415–426.
- \*Bosher, S. (1997). Language and cultural identity: A study of Hmong students at the postsecondary level. *TESOL Quarterly*, 31(3), 593–603.
- \*DePouw, C. (2018). Critical race theory and Hmong American education. *Hmong Studies Journal*, 19(1), 1–40.
- \*Gloria, A. M., Her, P., Thao, B. J., Lee, D., Chang, S. Y., & Aroonsavath, L. (2017). Tub txawj, ntshais ntse: Experiences of Hmong American undergraduate. *Journal of Family Diversity in Education*, 2(4), 63–83.
- Gloria, A. M., & Rodriguez, E. R. (2000). Counseling Latino university students: Psychosociocultural issues for consideration. *Journal of Counseling & Development*, 78(2), 145–154.
- Han, M. (2006). Relationship among perceived parental trauma, parental attachment, and sense of coherence in Southeast Asian American college students. *Journal of Family Social Work*, 9(2), 25–45.
- \*Her, P., & Gloria, A. M. (2016). Kev txhawb siab: Hmong parents' educational encouragement of their undergraduate daughter/son. *Journal of Family Diversity in Education*, 2(2), 19–34.
- \*Her, P., Gloria, A. M., Chang, S. Y., Thao, P., Lee, D., & Xiong, M. (2019). Niam txiv txoj kev txawj ntse: A psychosociocultural understanding of Hmong parents' support of their Hmong American undergraduates. *Journal of Family Diversity in Education*, 3(3), 34–61.
- \*Huster, K. (2012). The grammar and vocabulary challenges of generation 1.5 Hmong college women in academia. *Hmong Studies Journal*, 13(1), 1–30.

- \*Huster, K. (2013). Biliterate voices of Hmong generation 1.5 college women: Suspended between languages in the US educational experience. *The CATESOL Journal*, 24(1), 34–58.
- \*Iannarelli, C. M. (2014). Stressing success: Examining Hmong student success in career and technical education. *Hmong Studies Journal*, 15(1), 1–22.
- \*Kwan, Y. Y. (2015). Microaggressions and Hmong American students. *Bilingual Research Journal*, 38(1), 23–44.
- Ladson-Billings, G., & Tate, W. F. (1995). Toward a critical race theory of education. *Teachers College Record*, 97(1), 47–68.
- \*Lee, K. Y., & Clarke, K. (2013). The significance of social memory in 1.5-generation Hmong-Americans: Implications for culturally competent social work practice. *Journal of Ethnic & Cultural Diversity in Social Work*, 22(2), 162–177.
- \*Lee, R. M., Jung, K. R., Su, J. C., Tran, A. G. T. T., & Bahrassa, N. F. (2009). The family life and adjustment of Hmong American sons and daughters. *Sex Roles*, 60(7-8), 549–558.
- \*Lee, S. C. (2007). The self-rated social well-being of Hmong college students in northern California. *Hmong Studies Journal*, 8(1), 1–19.
- \*Lee, S., Chang, J., Yang, P., Lor, D., & Thao, X. (2016). The Hmong in the United States: From preliterate to college success. *American International Journal of Humanities and Social Science*, 2(1), 42–52.
- \*Lee, S. J. (1997). The road to college: Hmong American women's pursuit of higher education. *Harvard Educational Review*, 67(4), 803–827.
- \*Lin, M. M., Her, P., & Gloria, A. M. (2015). Kawm ntwav qib siab: Understanding the psychosociocultural educational experiences of Hmong American undergraduates. *Journal of Southeast Asian American Education and Advancement*, 10(1), 1–19.
- Lopez, G., Ruiz, N. G., & Patten, E. (2017). Key facts about Asian Americans, a diverse and growing population. Retrieved from <https://www.pewresearch.org/fact-tank/2017/09/08/key-facts-about-asian-americans/>
- \*Lor, P. (2008). Key life experiences contributing to Hmong students' matriculation. *Multicultural Education*, 16(1), 39–47.
- \*Lor, P., & Hutchinson, R. (2017). Educational careers of Hmong American students. *Journal of Southeast Asian American Education and Advancement*, 12(1), 1–21.
- Maramba, D. C. (2011). The importance of critically disaggregating data: The case of Southeast Asian American students. *AAPI Nexus*, 9(1), 127–133.
- Maramba, D. C., & Palmer, R. T. (2014). The impact of cultural validation on the college experiences of Southeast Asian American students. *Journal of College Student Development*, 55(6), 515–530.
- \*McClain-Ruelle, L., & Xiong, K. (2005). Continuing the promise: Recruiting and preparing Hmong-American educators for Central Wisconsin. *Hmong Studies Journal*, 6(1), 1–16.

- \*Moua, M. (2018). Navigating graduate education as a first-generation, Hmong American woman: An autoethnography. *Hmong Studies Journal*, 19(1), 1–25.
- Museus, S. D. (2013a). *Asian American students in higher education*. Routledge.
- Museus, S. D. (2013b). Unpacking the complex and multifaceted nature of parental influences on Southeast Asian American college students' educational trajectories. *The Journal of Higher Education*, 84(5), 708–738.
- Museus, S. D., & Chang, M. J. (2009). Rising to the challenge of conducting research on Asian Americans in higher education. In S. D. Museus (Ed.), *Conducting research on Asian Americans in higher education: New directions for institutional research* (pp. 95–105). Jossey-Bass.
- National Commission on Asian American and Pacific Islander Research in Education. (2011). The relevance of Asian Americans & Pacific Islanders in the college completion agenda. [http://care.gseis.ucla.edu/wp-content/uploads/2015/08/2011\\_CARE\\_Report.pdf](http://care.gseis.ucla.edu/wp-content/uploads/2015/08/2011_CARE_Report.pdf)
- \*Ngo, B. (2002). Contesting “culture”: The perspectives of Hmong American female students on early marriage. *Anthropology & Education Quarterly*, 33(2), 163–188.
- Ngo, B., & Lee, S. J. (2007). Complicating the image of model minority success: A review of Southeast Asian American education. *Review of Educational Research*, 77(4), 415–453.
- Nguyen, H., Grafsky, E., & Lambert-Shute, J. (2017). The experiences of lesbian, gay, bisexual, and queer international students: A systematic review. *Journal of Underrepresented Minority & Progress*, 1(1), 80–94.
- Pak, Y. K., Maramba, D. C., & Hernandez, X. (2014). *Asian Americans in higher education: Charting new realities*. Hoboken, NJ: Jossey-Bass.
- Palmer, R. T., & Maramba, D. C. (2015). The impact of social capital on the access, adjustment, and success of Southeast Asian American college students. *Journal of College Student Development*, 56(1), 45–60.
- Pare, G., Trudel, M., Jaana, M., & Kitsiou, S. (2015). Synthesizing information systems knowledge: A typology of literature reviews. *Information & Management*, 52(2), 183–199.
- \*Peng, S., & Solheim, C. (2015). Negotiating two cultures: Hmong American college women's experiences of being a daughter. *Hmong Studies Journal*, 16(1), 1–16.
- Pfeifer, M. E., Sullivan, J., Yang, K., & Yang, W. (2013). Hmong population and demographic trends in the 2010 census and 2010 American community survey. In M. E. Pfeifer & B. K. Thao (Eds.), *State of the Hmong American community*. Hmong National Development.
- \*Root, S., Rudawski, A., Taylor, M., & Rochon, R. (2003). Attrition of Hmong students in teacher education programs. *Bilingual Research Journal*, 27(1), 137–148.

- \*Sengkhamee, J. T., Her, P., Gloria, A. M., Lin, M. M., Thao, B. J., Cabinte, D., & Aroonsavath, L. (2017). Txoj kev ntshiab: Hmong American undergraduates' perceptions of intellectual phoniness and psychosociocultural persistence decisions. *Journal of Southeast Asian American Education and Advancement*, 12(1), 1–18.
- \*Su, J., Lee, R. M., & Vang, S. (2005). Intergenerational family conflict and coping among Hmong American college students. *Journal of Counseling Psychology*, 52(4), 482–489.
- \*Supple, A. J., McCoy, S. Z., & Wang, Y. (2010). Parental influences on Hmong university students' success. *Hmong Studies Journal*, 11(1), 1–37.
- \*Takahashi, Y., & Lee, S. E. (2018). Culture in transition: Awareness and appropriate response to domestic violence among Hmong American college students. *Journal of Ethnicity in Criminal Justice*, 16(2), 156–176.
- \*Vue, R. (2019). Trauma and resilience in the lives and education of Hmong American students: Forging pedagogies of remembrance with critical refugee discourse. *Race Ethnicity and Education*. <https://doi.org/10.1080/13613324.2019.1599347>
- Wing, A. K. (2003). *Critical race feminism: A reader* (2nd ed.). New York University Press.
- \*Xiong, S. (2019). Access, use, and efficacy of campus services among Hmong American community college students. *Journal of Applied Research in the Community College*, 26(1), 73–88.
- \*Xiong, S., & Lam, S. K. Y. (2013). Factors affecting the success of Hmong college students in America. *British Journal of Guidance & Counselling*, 41(2), 132–144.
- \*Xiong, S., & Lee, S. E. (2011). Hmong students in higher education and academic support programs. *Hmong Studies Journal*, 12(1), 1–20.
- Xiong, Y. S. (2012). Hmong American's educational attainment: Recent changes and remaining challenges. *Hmong Studies Journal*, 13(2), 1–18.
- \*Yang, A. (2014). Themes in the career development of 1.5-generation Hmong American women. *Journal of Career Development*, 41(5), 402–425.
- Ying, Y., & Han, M. (2008). Cultural orientation in Southeast Asian American young adults. *Cultural Diversity and Ethnic Minority Psychology*, 14(1), 29–37.

---

**SOUA XIONG**, Ph.D. is an Assistant Professor and Coordinator of the Student Affairs and College Counseling Program at California State University, Fresno. His research interests include Hmong American student success, engagement of Southeast Asian male collegians, and support services for underserved students in community colleges. Email: [sxrhs@csufresno.edu](mailto:sxrhs@csufresno.edu)

*Manuscript submitted: October 14, 2019*

*Manuscript revised: January 4, 2020*

*Accepted for publication: February 19, 2020*